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ABSTRACT

Intended for teachers of high school honors English courses, this guide developed by the Escambia County School District (Florida) provides two differentiated curricula appropriate to the unique learning styles of the gifted language arts student. The ninth grade design features six units tied to the theme of individuality, while the tenth grade contains five units focused on the concept of survival. Both units emphasize five cognitive components: thinking skills, content, research skills, basic skills and product. These are cognitively developed through activities in three stages--introduction, practice, and extension. Synthesis activities are encouraged through suggested creative integration topics. Specific activities are prescribed at each developmental level in each skill area. The programs are each designed to cover a one-year time frame. Also included are lists of supplemental readings for each course. (ARH)

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FLORIDA CHALLENGE GRANT PROGRAM

FOR THE GIFTED

ED294249

LANGUAGE ARTS FOR SECONDARY GIFTED

Escambia County School District

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STATE OF FLORIDA 1986

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LANGUAGE ARTS FOR SECONDARY GIFTED

Escambia County School District

Florida Challenge Grant Program
for the Gifted

State of Florida
Department of Education
1984

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PREFACE

In 1981, the Florida Legislature enacted legislation to authorize the Challenge Grant Program for the Gifted, 236.1225, Florida Statutes, designed to promote and encourage challenging educational programs for gifted students.

Proposals submitted by Florida school districts were awarded funds on the basis of each grant's appropriateness of purpose and intended outcomes; evidence of satisfaction of the needs of gifted students; reasonableness of the approach; quality of the implementation plan; cost effectiveness; presence of a provision for accelerated instruction in conjunction with institutions of higher education; presence of a plan for the integration of the project into on-going programs within the sponsoring district; and evidence that the program could be adapted for use in other school districts.

As a component of each grant proposal, districts agreed to develop products for distribution. Some districts produced process or procedural guides which record the grant's implementation plan. Pursuant to some proposals, districts created curriculum guides for classroom use. Other districts produced reports which summarize the results of research undertaken in areas of particular interest.

These products, emanating from Challenge Grants funded between 1982 and 1984, have been reproduced through the Escambia County Challenge Grant Program for the Gifted to assist others in meeting the unique educational needs of gifted students.

LANGUAGE ARTS FOR SECONDARY GIFTED

DEVELOPER: Escambia County School District

TYPE OF PRODUCT: Curriculum Guide

TARGET AUDIENCE: High School

OBJECTIVES:

To provide two differentiated curricula appropriate to the unique learning styles of the gifted language arts student;
To provide two honors curricula to challenge the gifted student while still covering Florida State Minimum Competencies and Standards of Excellence in Writing;
To present two integrated curricula which merge multiple disciplines and allow for independent in-depth learning;
To foster independent self-directed study skills while integrating basic skills and encouraging abstract and higher level thinking skills;
To teach research methods and skills; and
To focus on "open-ended" tasks, leading to creative extension activities.

MATERIALS/RESOURCES NEEDED:

Depending upon what portions of the curriculum are implemented, it may be necessary to have access to the following resources: extensive collections of textbooks and workbooks; and supplemental resource material.

SYNOPSIS:

The Escambia County curriculum guide presents the abstracts for two grade level curricula. The ninth grade design features six units tied to the theme of individuality. The tenth grade contains five units centered on the concept of survival. The chief component is the abstract emphasizing thinking skills, content, research skills, basic skills and product. These are cognitively developed through activities in three stages - introduction, practice, and extension. Synthesis activities are encouraged through suggested creative integration topics. Specific activities are prescribed at each developmental level in each skill area. The programs are each designed to cover a one-year time frame.

APPROPRIATE FOR USE IN THE FOLLOWING COURSES:

Honors English I - 1001320
Honors English II - 1001350

CONTACT PERSON:

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Pensacola, FL 32503
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ACKNOWLEDGEMENTS

This differentiated English curriculum for the gifted was developed in Escambia County, Florida, by the following committee:

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USER'S GUIDE

ASPERA

USER'S GUIDE

Escambia County teachers and administrators for programming in Gifted Education created "Language Arts for the Secondary Gifted" based on a philosophy which recognizes that certain learners within a school population have unique abilities interests and needs. Through a systematic and continuous program which presents appropriately differentiated curricula the program's learning experiences require the gifted student to utilize those talents, skills, aptitudes and competencies which distinguish him from other types of learners.

The program is composed of two units designed for use in advanced English classes for gifted students, in the ninth and tenth grades. The units are developed along two broad concepts of individuality and survival. To provide the differentiation appropriate to the target audience and to receive advanced English credit for graduation under the Department of Education guidelines, these units include the in-depth study required for the English classes. Beyond the prerequisites, the units emphasize learning, thinking, applying and creating techniques which are target skills for the gifted.

Units may be used in a variety of ways. Some teachers use them as extensions of the basic curriculum, providing enrichment or supplemental activities. Others replace the basic curriculum with the program models, building experiences which would be appropriate for the learner, grade level, and sequence of program.

Objectives

The following were identified as Escambia's objectives for the "Language Arts for the Secondary Gifted" grant:

1. To address the learning characteristics of the the gifted student;
2. To encourage them to think abstractly;
3. To encourage them to see numerous relationships;
4. To explore areas of intense interests;
5. To work independently to challenge and investigate generalizations;
6. To add knowledge; and
7. To create.

Materials

The Escambia program units of Individuality and Survival require extensive collections of textbooks, workbooks, and supplemental resource material. For a complete list of materials refer to the appendices.

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CURRICULUM MODEL

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CURRICULUM MODEL

The National/State Leadership Training Institute (N/S-LTI-G/T) program model for "Differentiated Curricula" states that differentiation can occur by changing either the content, process or product of the material presented. Using this work as its frame, Escambia educators attempted to match state requirements in the content and product areas to the N/S-LTI-G/T concept.

The design begins with a description of the learning experience. Usually this is stated in broad objective terms. This learning experience is then divided into five cognitive components: thinking skills, content, research skills, basic skills, and product. Each one of these cognitive areas features a tiered process/development with an introduction, practice or extension phase. Specific activities and materials are given for each cognitive component at each process phase.

As a means of allowing true individualization both cognitively and procedurally, Escambia authors included the individual application and creative integration levels of the model. Suggested activities and materials are indicated for each learning experience.

LEARNING EXPERIENCE: Test the assumptions that individuality is motivated by these factors; sense of responsibility, awareness of the need for leadership, and personal characteristics of integrity, honesty, loyalty, and cooperation. Construct an outline to record the main ideas you have independently investigated. Use this outline to write a persuasive essay of your findings.

UNIT: Individuality
GRADE: 9
CURRICULUM DESIGN

SCHEDULE

	THINKING SKILLS	CONTENT	RESEARCH SKILLS	BASIC SKILLS	PRODUCT	INDIVIDUAL APPLICATION
INTRODUCTION	-Define individuality -Identify motivating factors for individuality on own life. *Myers-Briggs Test	-Define responsibility leadership, integrity, honesty, loyalty, and cooperation.	-Gather data to support position. -Document data. -Write a thesis statement.	-Identify the elements of persuasive writing. Review the importance of supporting evidence. *Warriner's Grammar, Third Course	-Write a persuasive essay such as an editorial on an author's individuality.	1. Meet individual in another region of the United States or world. 2. Establish a relationship with him/her. 3. Relate your individual personality to that of a literary character. 4. Analyze the motivating factors of your personality and that of the literary figure.
PRACTICE	-Identify motivating factors for individuality in characters and/or authors in literary selections.	-Compare/contrast the motivation of two or more characters from a literary selection who demonstrate their individuality. *"The Lady or the Tiger?" Stockton *"Charles," Shirley Jackson *"The Interlopers," Saki *"The Necklace," Guy de Maupassant	-Organize data into logical groupings and orders. -Construct an outline of main ideas. *Warriner's Grammar, Third Course *Writing the Research Paper	-Identify the specific textual evidence which supports the comparison/contrast in the assigned reading.	-Write an editorial comparing and/or contrasting the individuality of two or more characters in the assigned literary selection.	
EXTEND	-Identify motivating factors for individuality in characters and/or authors from parallel literary selections.	-Select a currently prominent individual and read periodicals and utilize multimedia to identify motivational factors which influence his individuality.	-Construct an outline which compares and/or contrasts motivational factors for individuality of literary characters and/or authors in the assigned reading to the currently prominent individual in the parallel assignment.	-In outline form compare/contrast motivational factors of literary character and/or authors with motivational factors of currently prominent individuals.	-Write an editorial comparing and/or contrasting the individuality of the two characters and/or authors from the assigned literary selection with those from the parallel reading.	

CREATIVE INTEGRATION

1. Design a personal shield.
2. Design a personality box.
3. Relate an experience which had a strong influence on your individuality.
4. Solicit other students to help select a symbol to represent your individuality.
5. Participate in a class interview of a prominent citizen in order to identify motivating factors for public services.
6. Role play regional personalities.
7. Determine reasons for similarities and differences in these personalities.
8. Write a letter justifying your fourth tardy to English class to the following: teacher, dean, parent, peer. (Persuasive writing for different audiences)

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LANGUAGE ARTS FOR SECONDARY GIFTED

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INDIVIDUALITY UNIT

SPERA

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Test the assumptions that individuality is motivated by these factors: sense of responsibility, awareness of the need for leadership, and personal characteristics of integrity, honesty, loyalty, and cooperation. Construct an outline to record the main ideas you have independently investigated. Use this outline to write a persuasive essay of your findings.

COMPONENT #1 Thinking Skills

Introduction level
- Define individuality.
- Identify motivating factors for individuality in own life.

Recommended material:
1. Myers-Briggs Inventory

Practice level
- Identify motivating factors for individuality in characters and/or authors in literary selections.

Extension level
- Identify motivating factors for individuality in characters and/or authors from parallel literary selections.

COMPONENT #2 Content

Introduction level
- Define responsibility, leadership, integrity, honesty, loyalty, and cooperation.

Practice level
- Compare/contrast the motivation of two or more characters from a literary selection who demonstrate their individuality.

Recommended material:
1. "The Lady or the Tiger?" Stockton
2. "Charles," Shirley Jackson
3. "The Interlopers," Saki
4. "The Necklace," Guy de Maupassant

Extension level - Select a currently prominent individual and read periodicals and utilize multi-media to identify motivational factors which influence his individuality.

COMPONENT #3 Research Skills

Introduction level
- Gather data to support position.
- Document data.
- Write thesis statement.

Practice level
- Organize data into logical groupings and orders.
- Construct an outline of main ideas.

Recommended material:
1. Warriner's Grammar and Composition, Third Course
2. Writing the Research Paper

Extension level - Construct an outline which compares and/or contrasts motivational factors for individuality of literary characters and/or authors in the assigned reading to the currently prominent individual in the parallel assignment.

COMPONENT #4 Basic Skills

Introduction level
- Identify the elements of persuasive writing.
- Review the importance of supporting evidence.

Recommended material:
1. Warriner's Grammar and Composition, Third Course

Practice level - Identify the specific textual evidence which supports the comparison/contrast in the assigned reading.

Extension level - In outline form, compare/contrast motivational factors of literary characters and/or authors with motivational factors of currently prominent individuals.

COMPONENT #5 — Product

Introduction level - Write a persuasive essay such as an editorial on an author's individuality.

Practice level - Write an editorial comparing and/or contrasting the individuality of two or more characters in the assigned literary selection.

Extension level - Write an editorial comparing and/or contrasting the individuality of the two characters and/or authors, from the assigned literary selection with those from the parallel reading.

Individual Application Suggestions

1. Meet individual from another region of the United States or the world.
2. Establish a relationship with that person.
3. Relate your individual personality to that of a literary character.
4. Analyze the motivational factors of your own personality and that of the literary figure.

Creative Integration Suggestions

1. Design a personal shield.
2. Design a personality box.
3. Relate an experience which had a strong influence on your individuality.
4. Solicit other students to help select a symbol to represent your individuality.
5. Participate in a class interview of a prominent citizen in order to identify motivating factors for public services.
6. Role play regional personalities.
7. Determine reasons for similarities and differences in these personalities.
8. Write a letter justifying your fourth tardy to English class to one of the following people: teacher, dean, parent, peer.
(Persuasive writing for different audiences)

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Identify characteristics such as language, customs, beliefs, and behaviors that exhibit expressions of individuality peculiar to a literary or real-life hero. Judge with criteria, the personal and social reactions recorded about these characteristics in fiction and non-fiction references. Select a set of these characteristics and design an original dramatization to depict the major findings from your research.

COMPONENT #1	Thinking Skills
Introduction level	- Discuss ways in which individuality is expressed through language, customs, beliefs, and behaviors. - Discuss the individuality of people of specific countries or sections of countries as expressed through language customs, beliefs, and behaviors.
Practice level	- Establish criteria for judging the personal and social reactions to characteristics such as language, customs, beliefs, and behaviors. - Judge the reactions to their individuality.
Extension level	- Analyze how the language, customs, beliefs, and behaviors of people of specific countries or sections of the country have affected their political and economic position in the world.

COMPONENT #2	Content
Introduction level	- Review current media coverage and identify contemporary heroes whose individuality has been expressed in a unique or worthwhile way.
Practice level	- Read assigned literary selections and identify heroes whose individuality is expressed in a unique or worthwhile manner. - Identify personal and social reactions to individuality.

Recommended material:

1. "The Split Cherry Tree," Stewart
2. "The Gift of the Magi," O'Henry
3. "Luck," Twain

Extension level - Compare/contrast the uniqueness and the contributions of the contemporary heroes with the literary ones.

COMPONENT #3 Research Skills

Introduction level - Review articles on contemporary heroes in current magazines and newspapers.

Recommended material:

1. Time magazine
2. Newspapers

Practice level - Select specific contemporary heroes and literary figures.
- Gather information from multiple sources of media.

The following people should be considered for biographical sketches:

1. Homer
2. Mark Twain
3. Charles Dickens
4. Guy de Maupassant
5. Shakespeare
6. Jessie Jackson
7. Ronald Reagan

Extension level - Select one characteristic, such as beliefs, and determine the personal characteristics. Use historical or current examples.

COMPONENT #4 Basic Skills

Introduction level - Identify specific requirements of writing drama.

Practice level - Write and correctly punctuate dialogue for dramatization.

Extension level - Write introduction, stage directions, character descriptions, and prop/scenery requirements.

COMPONENT #5 — Product

Introduction level - Write a script depicting the individuality of a literary or contemporary figure.

Practice level - Present an original dramatization depicting the individuality of a literary or contemporary figure.

Extension level - Write and construct a "roast" of a different literary or contemporary figure.

Individual Application Suggestions

1. Go to Oktoberfest in Elberta, Alabama.
2. Plan a vacation to include the St. Petersburg Greek Festival.
3. Attend a church service with a friend of a different denomination.
4. Attend a Jewish wedding.

Creative Integration Suggestions

1. Rank a set of values given to the student.
2. Identify customs associated with holidays respective to family, region and religion.
3. Write a letter to a person of a different culture responding to a particular inquiry about a specific holiday.
4. Identify colloquialisms of sections of the United States and other countries. Example, taped conversion at a Greek Orthodox Church.
5. Prepare a festival to exhibit differences in languages, customs, beliefs, and behaviors.
6. Create a network with students in other regions of the United States and world to share these differences.

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Show evidence to support the concept that individuality results from interactions with family, peers, adult role models and community figures. Use data collected from literature and historical references as well as personal experiences. Write a research paper to present the findings. Paraphrase the specific information in the research paper to be the basis of a panel discussion.

COMPONENT #1 Thinking Skills

Introduction level - Identify the influences of family, peers, adult role models, and community figures in the life of the individual, and explain the impact of these influences on individuality.

Recommended material:
1. Writing About People and Yourself

Practice level - Identify some of the specific influences of a given period of time.

Extension level - Predict future influences on individuality and assess the impact on the future society.

COMPONENT #2 Content

Introduction level - Read both literary and historical sources to determine influences on individuality.

Recommended material:
1. Great Expectations, Dickens
2. Biographical material on Charles Dickens
3. Adventures in Reading
4. Histories of 19th Century England

Practice level - Utilize the above sources to determine the influences on individuality resulting from interaction with family, peers, adult role models and community figures.

Extension level

- Conduct personal interviews, surveys, and personal opinion polls to determine present day attitudes toward future influences on individuality, and/or read a selection dealing with future influences on individuality.

COMPONENT #3 Research Skills

Introduction level

- Identify sources and collect research data.
- Discuss research format.

Recommended material:

1. Writing the Research Paper
2. Warriner's English Grammar and Composition, Third Course

Practice level

- Document data to avoid plagiarism.
- Organize data by use of a formal outline.

Extension level

- Prepare a bibliography of non-print resources.

COMPONENT #4 Basic Skills

Introduction level

- Analyze thesis statements.
- Analyze methods of development.

Practice level

- Write a thesis statement.
- Select a method of development.
- Write appropriate transitions.
- Write necessary footnotes.
- Write necessary bibliography entries.

Extension level

- Explore future modes of presenting research material.

COMPONENT #5 Product

Introduction level

- Identify techniques of panel discussion.
- Choose a leader and participants.
- Organize format for a panel discussion.

Practice level
- Participate in a panel discussion using material from the research paper.
- Evaluate the content of the panel discussion and the panel members' success in relating the evidence of social interaction on individuality.

Extension level
- Write and perform a "Twilight Zone" script set in the year 2025 showing the future influences on individuality of the individuals of the future.

Individual Application Suggestions

1. Research the life of the person who has had the greatest influence in helping you understand yourself better.
2. Investigate the significance of various service organizations.
3. Compare values and services rendered to your community by various organizations; join one which fits your interests and needs.
4. Construct a personalized apron for your mother. Applique handprints and embroider signatures of the children in the family.

Creative Integration Suggestions

1. Identify the person in your family who has had the most influence on you.
2. Determine the ways that person has been influential to you.
3. Identify personal actions resulting from peer pressure.
4. Identify your adult role model; interview him/her to find out how he/she acquired the admirable qualities which have influenced you.
5. Invite community figures in for a panel discussion of a currently significant issue which will influence individuality.

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Judge with criteria, the unique contributions made to area culture, technology, literature, economics, and art by local individuals. Interview community members to obtain information. Validate the credibility and the reliability of the resources you have used. Organize your data and describe your feelings in a written narrative.

COMPONENT #1	Thinking Skills
Introduction level	- Establish criteria to be used for judging the contribution made to culture, technology, literature, economics, and art by expressions of individuality of local figures.
Practice level	- Judge the contributions with the criteria. - Define the terms "credibility" and "reliability." - Use this information to validate the credibility and reliability of the resources.
Extension level	- Apply criteria to evaluate possible future contributions.

COMPONENT #2	Content
Introduction level	- Identify means through which individuals may contribute to area culture.
Practice level	- Identify local figures and their specific contributions to the culture of the area. - Read biographies and use multi-media.

Recommended material:
1. Lists from local historical societies
2. Field trips to local archives

Extension level	- Predict how these contributions to area culture can be utilized as we enter the information age.

COMPONENT #3 — Research Skills

Introduction level - Establish interview procedures and acquire expertise in the use of instruments.

Recommended material:
1. Folklore and Fieldwork
2. "Folklore in the Classroom" in Guide for Florida Teachers

Practice level - Conduct interview to gather data.

Extension level - Conduct further research of trends to be expected in the information age.

COMPONENT #4 — Basic Skills

Introduction level - Design questionnaire.

Recommended material:
1. Warriner's Grammar and Composition, Third Course
2. Warriner's Grammar Mastery Tests
3. You and Aunt Arie, unknown

Practice level - Organize data gathered.

Extension level
- Project yourself into the year 2000 and establish imaginary figures who have made contributions to area culture, etc.
- Revise questionnaire and write up their answers which you think would be appropriate.

COMPONENT #5 — Product

Introduction level - Determine the format of the narrative.

Practice level - Write the narrative to express your findings.

Extension level - Write a narrative using the imaginary findings.

Individual Application Suggestions

1. Attend the State Folk Festival at White Springs, Florida.
2. Duplicate some of the local "folk art."
3. Sign up for folk art classes.
4. Find the origin of the names of streets, subdivisions and outlying areas.
5. Trace the contributions of several generations of some prominent family or families.
6. Make a personal collage of the various architectural styles from pictures taken on Saturdays.
7. Submit fiction for publication in literary competition.

Creative Integration Suggestions

1. Identify personal cultural group, and some of the traditions of each.
2. Identify the ethnic cultural group in your area, and some of the traditions of each.
3. Interview several members in the community who have made contributions in education, technology, literature economics, or art, and tell of their major contributions.
4. Plan a workshop with a professional interviewer to learn of his/her approach in conducting interviews.
5. Plan a workshop with state folklore specialists who prepare publications to learn techniques in documentation and interview research.
6. Layout narratives from the class for publication in conjunction with the local historical society and local newspapers.

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Using literary and real-life characters, draw inferences about the similarities and differences between the expressions of their individuality which were developed as a consequence of their perceptions of themselves and others. Construct a theme statement from your inferences and use this statement as the basis as you write a script or original play.

COMPONENT #1 — Thinking Skills

Introduction level
- Identify some obvious similarities and differences among people.

Practice level
- Draw inferences from similarities and differences between behavioral and attitudinal expressions of individuality.

Extension level
- Relate the inferences of the perceptions to yourself and to others you know.

COMPONENT #2 — Content

Introduction level
- Read literary selections from suggested lists.

Recommended material:
1. Odyssey, Homer

Practice level
- Identify the self-perception of the main characters and their perception of others.
- Relate this perception to their behavior and attitudes.

Extension level
- Read a parallel literary selection from the suggested list.

Recommended material:
1. Antigone, Sophocles
2. Mythology, Hamilton

COMPONENT #3	Research Skills
Introduction level	- Define the word "theme."
Practice level	- Examine the selected literary works for their themes.
Extension level	- Select a theme from one of the indicated works, or a theme of your choice, and write a scenario for a play based upon that theme.

COMPONENT #4	Basic Skills
Introduction level	- Distinguish differences between the dialogue of a play and the dialogue of a narrative.
Practice level	- Acquire knowledge of the terminology and techniques of drama. - Learn the techniques of writing dialogue.
Extension level	- Write dialogue for a play based on the scenario previously written.

COMPONENT #5	Product
Introduction level	- Determine the setting, characters and length of the play.
Practice level	- Complete the writing of the play.
Extension level	- Produce and present play.

Individual Application Suggestions

1. Find a total stranger and talk to him.
2. Watch people react differently to the same situation.
3. Look for ways in which literary characters are like real people.
4. Become an authority on a favorite author.

Creative Integration Suggestions

1. Identify the probable causes why you perceive yourself the way you do.
2. Identify the probable causes why a literary character perceives himself the way he/she does.
3. Determine possible alternative behavioral and attitudinal expressions for the literary characters.
4. Make a personality checklist; compare your results with those of someone else.
5. Write a dialogue discussing the way you perceive yourself and the way you are perceived by others.

CURRICULUM DESIGN

Unit: Individuality
Grade: Nine

Learning Experience: Prove that individuality has implications upon productivity, leadership, survival, economics, ability to cope with success or failure, and the development or extinction or group cohesiveness. Prove also that individuality and its implications are expressed in the lives and works of the great authors and other historical figures who have had an impact on society. Take notes from literary and historical sources. Summarize your findings in an outline. Use the outline to formulate your arguments for a debate concerning the factors which were or were not instrumental in the success or failure of the individual's impact on society.

COMPONENT #1	Thinking Skills
Introduction level	- Discuss ways in which individuals affect society.
Practice level	- Brainstorm to determine individuals who have had positive or negative influences on society. - Analyze the results of the influences of the lives and works of literary and historical figures on society.
Extension level	- Predict specific present day individuals who may have an impact on the future. - Determine the characteristics of individuals who may have an impact on the future. - Determine the characteristics of individuals who could possible affect the future.

COMPONENT #2	Content
Introduction level	- Analyze the meaning of the following terms as they relate to the concept of individuality:

1. group cohesiveness
2. productivity
3. coping with success or failure
4. survival
5. leadership

Practice level
- Read specific literary or historical selections and utilize current multimedia to assess the successes and/or failures of specific individuals - historical, literary and/or contemporary whose individuality has contributed to the above areas.
- Cite specific writers or historical figures whose works or lives had an impact on the above areas.

Recommended material:
1. Romeo and Juliet, Shakespeare

Extension level
- Read biographies and/or futuristic fiction from the suggested list.

Recommended material:
1. Profiles in Courage, Kennedy
2. "For John F. Kennedy His Inauguration," Frost

COMPONENT #3 Research Skills

Introduction level
- Gather data to substantiate the affirmative and negative positions of the debate.

Recommended material:
1. The Fine Art of Debate, Time, 1980
2. Time Education Program, 1980

Practice level
- Organize research data by means of an outline.

Extension level
- Select an individual, real or from futuristic fiction, and gather additional research data concerning the impact of the individual in the future in the areas of medicine, space, politics, economics, humanities, education or human rights.

COMPONENT #4 Basic Skills

Introduction level
- Review various methods of note taking.

Practice level
- Use precise and paraphrasing methods of note taking.
- Write affirmative and negative speeches.

Recommended material:

1. Time Educational Program, "Note Taking," 1983
2. Writing the Research Paper, Samuels

Extension level

- Write affirmative and negative constructive speeches concerning the prediction of the impact of specific individuals or times of individuals and/or their work on future society.

COMPONENT #5 Product

Introduction level

- Identify procedures and format of formal debating.
- Choose participants for affirmative and negative positions in debate.

Recommended material:

1. The Art of Speaking, Peck

Practice level

- Participate in a formal debate regarding the impact of specific individuals on present-day society.

Extension level

- Write a script and enact a trial based on readings in which a prosecutor and a defense attorney try an individual, a nation, or a philosophy which affects future society in a controversial manner.

Individual Application Suggestions

1. Go to a local school board or city council meeting and observe how participants attempt to persuade others of their point of view.
2. Work on a political campaign at the school, county, state, or national level trying to convince the voters that your candidate should be elected.
3. Shadow or talk with a lawyer or a judge to find out what individual behaviors or characteristics of a trial's participants might have some effect on the outcome of that trial. This is in addition to formal persuasive techniques, attire, attitude, posture, etc., of the defendant, plaintiff, lawyers, witnesses, jury members, judges, gallery.
4. Attend a court session to watch, analyze, and evaluate the behaviors and characteristics previously mentioned.

Creative Integration Suggestions

1. Determine the ways the individuals of the class can affect the above aspects of the group.
2. Determine a plan of action to maximize group cohesiveness.
3. Draw a parallel between one historical figure and one member of the class.

ASPERA

LANGUAGE ARTS FOR SECONDARY GIFTED

SPERA

ASPER

SURVIVAL UNIT

SPERA

CURRICULUM DESIGN

Unit: Survival
Grade: 10

Learning Experience: Compare and contrast the inherent qualities and/or forces that enable living and non-living things to survive. Collect your information from a variety of printed and non-printed resources. Validate the appropriateness of your resources to your inquiry. Present your findings in an essay which is accompanied by a bibliography.

COMPONENT #1 — Thinking Skills

Introduction level
- Discuss the concepts of similarity and difference.

Practice level
- Compare and contrast two literary pieces.
- Compare and contrast student/teacher roles.
- Compare and contrast two types of art and or music.
- Compare and contrast a book and a movie version of the same title.
- Compare and contrast a painting and a piece of literature that have the same theme or tone.

Recommended material:
1. The Day After, video
2. Alas, Babylon, Frank

COMPONENT #2 — Content

Introduction level
- Explore the concept of living and non-living.
- Define the inherent qualities and/or forces of each.

Recommended material:
1. "Ozymandius," Shelley

Practice level
- Read literary selections.
- Discuss the inherent qualities and/or forces that affect survival in literary works.

Recommended material:

1. To Build a Fire, London
2. The Quiet Man, Walsh
3. "Sea Devil," Gordon
4. The Old Man and The Sea, Hemingway
5. Lord of the Flies, Golding

Extension level

- Investigate local community efforts being made to preserve historical sites and the environment in general.
- Read parallel works about survival and identify the qualities and forces that affect survival.

COMPONENT #3 — Research Skills

Introduction level

- Discuss different sources of information.
- Discuss peculiarities of various media.
- Discuss criteria for judging sources of information.
- Present formal bibliography.

Practice level

- Select a topic.
- Gather information from non-printed sources.
- Gather information from two different sources; compare and contrast the methods of presentation, the effects, and the conclusions drawn.

Extension level

- Select two or more sources and set up criteria by which each source can be evaluated.

COMPONENT #4 — Basic Skills

Introduction level

- Review sentence structure.
- Review methods of recording information.
- Study methods of organization.

Practice level

- Examine sentence structure in literary works.
- Correct and revise faulty sentence structure in various exercises.
- Use appropriate method of organization on a given topic.

Recommended material:

1. Warriner's Grammar and Composition, Third Course
2. Glencoe English Ten, Glencoe
3. Language, Structure and Use, Scott Foresman

Extension level
- Research independently.
- Compose an exercise for the class to correct.

COMPONENT #5 Product

Introduction level
- Discuss the structure of an essay, including the methods of organization.
- Study examples of different types of essays.

Practice level
- Compare and contrast the methods of organization in two essays.
- Write a comparison/contrast essay with bibliography.

Recommended material:

1. Plutarch's Julius Caesar vs. Forester's Julius Caesar
2. Exploring Life Through Literature, Scott Foresman
3. Adventures in Appreciation
4. Shaw's Caesar vs. Shakespeare's Caesar, Enclyclopedia Britannica, film

Extension level
- Prepare a media presentation based on findings in an essay.
- Keep a journal of activities and reactions during research.

Individual Application Suggestions

1. Organize your own activities and meet assignment deadlines.
2. Establish long range and short range goals.
3. Proof read assignments for classmates.
4. Work to save an endangered species. (Florida panther, manatee)
5. Judge the quality of a media presentation.
6. Maintain a journal or pictorial record while on a special trip.

Creative Integration Suggestions

1. Devise an instrument and critique parallel readings for a class file.

2. Research an ancestor's past and compare/contrast it with your own life style.
3. Write to a pen pal or friend in another country or in another region of the United States.
4. Play music while students react to works of art.

CURRICULUM DESIGN

Unit: Survival
Grade: 10

Learning Experience: Gather evidence to support the concept that there are conditions or acts which facilitate or impede the survival of living or non-living things. Such conditions could include those related to beliefs or values (abortion, euthanasia), governmental laws and systems, religious doctrines, and culture moves. Collect your data from interviews, surveys, direct observations, journals or magazine articles, and fiction or non-fiction books. Use the information to develop an advertising campaign to support or negate the conditions necessary, and promote the survival of something.

COMPONENT #1 — Thinking Skills

Introduction level
- Differentiate between fact and fiction.
- Investigate propaganda techniques.
- Define propaganda techniques.

Recommended material:
1. Dynamics of Language, Three, D.C. Heath & Co.

Practice level
- Determine reliability and credibility.
- Investigate influence of support systems.
- Pursue the influence of education on survival.

Extension level
- Hypothesize the individual's role in the survival of a value system, economic system, governmental system, or religious system.

COMPONENT #2 — Content

Introduction level
- Read literary works relating to survival.
- Explore the debate format.
- Establish a debate format to be used.

Recommended material:
1. Brave New World, Huxley
2. "Four Preludes to Playthings on the Wind," Sandburg
3. "By the Waters of Babylon," Benet
4. 1984, Orwell

Practice level
- Analyze the relationships between the messages and the medium.
- Participate in a debate on a controversial issue (abortion, euthanasia, creation, censorship).

Extension level
- Investigate once controversial issues.
- Compare/contrast campaign strategies. Suggestions: women's rights, civil rights, scientific inquiry, cosmic theory, prohibition

Recommended material:
1. Newspapers, magazines, and personal interviews

COMPONENT #3 Research Skills

Introduction level
- Introduce a variety of sources.
- Review library skills.

Recommended material:
1. Building English Skills, (Revised)
2. Warriner's Grammar and Composition, Fourth Course
3. Glencoe English Ten, Glencoe
4. Grammar and Writing, Grade Ten, Macmillan

Practice level
- Distinguish between primary and secondary references.
- Check the validity of the resources.
- Use a variety of retrieval methods.

Recommended material:
1. Dynamics of Language, Heath

Extension level
- Investigate an area related to survival, using sources outside the library.

Recommended material:
1. Interviews: elderly adults, nursing and home staff employees, educational leaders, volunteers, historical society members

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COMPONENT #4 Basic Skills

Introduction level
- Differentiate between fact and opinion.
- Define specific, related terms.

Recommended material:

1. Language, Structure and Use

Practice level
- Distinguish between connotation and denotation.
- Prepare and present a persuasive speech for each side of a controversial issue.

Extension level
- Construct an evaluation for a persuasive speech.
- Read an editorial opinion from a newspaper or magazine and write a rebuttal.

COMPONENT #5 Product

Introduction level
- Investigate advertising techniques.
- Write an advertisement or commercial.
- Analyze political speeches.

Recommended material:

1. Newspapers, magazines, advertisements and political speeches

Practice level
- Design and produce an advertising campaign supporting the survival of a given idea or thing.

Recommended material:

1. Literature from Save Our Beaches, Green Peace, Gifted Education programs

Extension level
- Maintain a log to enable the student to analyze advertising strategies. (Examples: time, colors, words, sounds, actions, etc.)

Individual Application Suggestions

1. Participate in field trip to archives at U.W.F.
2. Design a positive presentation for a public radio program promoting the gifted program.
3. Devote time to preserving our beaches.

4. Do volunteer work in a nursing home.
5. Volunteer time to help at a nursing home, cancer society, council on aging, special education, especially in P.E. classes.
6. Adopt a grandparent.
7. Participate in research projects to include Folklore, Foxfire, Flashback.

Creative Integration Suggestions

1. Distinguish between the value systems of parents and students.
2. Explore the changing trends and family structures, and compare your family and these trends.
3. Evaluate the changes in attitudes toward responsibilities to society, hero, and figures.
4. Contrast past and present emphasis on leisure time working hours and material possessions.
5. Visit area museums, nursing homes, and the historical district of Pensacola, Fort Pickens, or Ft. McRae.
6. Undertake an organized effort to change attitudes toward a controversial issue.
7. Design a campaign to promote the adoption of an elderly person in a nursing home. (Adopt a Grandparent)

CURRICULUM DESIGN

Unit: Survival
Grade: 10

Learning Experience: Define problems which emerge in relationships to the individual's responsibility to contribute to the survival of people and things in his/her environment. Research various problem-solving strategies or models and apply one or more of these models or strategies to resolve the problems you have investigated. Present your solutions as an integral part of an editorial.

COMPONENT #1 — Thinking Skills

Introduction level
- Examine the concept of dilemma or problem.
- Examine the necessity for defining a problem, using language which clearly outlines the problem.

Recommended material:
1. Critical Thinking, Anita Hornadek

Practice level
- Write a paragraph of definition defining the term "problem."
- Define a problem which a teenager faces.
- Define a problem involving apathy.
- Define a problem centering around our community's lack of interest in preserving a historical site, art form or literary form.

COMPONENT #2 — Content

Introduction level
- Discuss the concepts of individual vs. society, conformity vs. non-conformity.
- Discuss the concept of environment. including its sociological and physical aspects.
- Relate "problem solving" to "leadership."
- Discuss the moral responsibilities of a leader and a follower.

Recommended material:
1. The Lemming Condition, Arkin et al.
2. The Enemy, Buck

Practice level

- Read essays or other literary selections which show a conflict between the individual's interests and his responsibilities to the survival of people and things in his environment.
- Examine various leadership qualities of a character in a literary selection, and discuss how these qualities helped him/her to contribute to or damage society.

Recommended material:

1. "Blood of the Martyr," S.V. Benet
2. "Night," E. Wiesel
3. Cry the Beloved Country, Paton

Extension level

- Find a literary selection which portrays the loneliness of the leader as he is faced with a moral dilemma and present findings in an oral presentation.

COMPONENT #3 Research Skills

Introduction level

- Examine more sophisticated retrieval system, utilizing community college and university libraries.

Practice level

- Research various leadership styles (hierarchical style, McGregor Theory Y, etc.).
- Research various problem-solving strategies.

Recommended material:

1. "Creative Problem Solving," Gifted, Creative, Talented, Jan./Feb. 1983
2. The Five Day Course in Thinking, Edward deBono
3. Megatrends, Naisbitt

Extension level

- Research right left brain theory, learning styles, and the nature of creativity as it relates to problem-solving.

COMPONENT #4 Basic Skills

Introduction level

- Discuss the problem of making inaccurate assumptions during the problem-solving process.

- Discuss the importance of using the correct word or words in stating a problem.

Recommended material:

1. "Do Creative Problem Solving," Gifted, Creative, and Talented, Jan./Feb. 1983

Practice level

- Compose a paragraph wherein your conclusion is arrived at through faulty thinking. Then rewrite one so that your conclusion is arrived at through logical thinking. Note the connotative meanings surrounding the emotional language which interfere with effective problem solving.

COMPONENT #5 Product

Introduction level

- Discuss the difference between fact and opinion; the influence of ordering ideas on the effectiveness of an editorial; the importance of using current and correct data and statistics in an editorial; and reinforce the difference between emotional and rational language.

Recommended material:

1. "Persuasion", unknown
2. 12,000 Students and Their English Teachers, NCTE

Practice level

- Define a specific problem faced by the individual as he strives to contribute to the survival of people and things in his environment, and then apply a specific problem-solving strategy to solve the problem.
- Compose an editorial which presents a problem and offers specific solutions to the problem.

Extension level

- Write a letter to the editor of your city's newspaper or your school newspaper.

Individual Application Suggestions

1. Become involved in a Read-a-Thon, or the Cancer Society Student Education Program, etc.
2. Become involved in a Futuristic Problem-Solving Program.
3. Use the Creative Problem-Solving technique to solve a problem at the school or in the community.
4. Read and write editorials on a regular basis.
5. Become involved in or start a community self-help group.
6. Become involved in student government.
7. Recognize the differences in people's learning styles.

Creative Integration Suggestions

1. Use the Creative Problem-Solving technique to solve a problem in your school or community that involves apathy.
2. Interview elderly people in the community.
3. Interview parents and friends who were in WWII, or some other historical activity in which personal concerns conflicted with national or international concerns.
4. Write a short story, play or poem relating a theme centering around a student's dilemma or one of the other problems addressed in the unit.
5. Research famous leaders' lives and determine how they handled personal and national dilemmas.
6. Read and discuss interviews with famous leaders.

CURRICULUM DESIGN

Unit: Survival
Grade: 10

Learning Experience: Design a new or redesign an existing strategy that has been developed to ensure the survival of living or non-living things. Collect data from both printed and non-printed sources. Present your findings in either written or oral form which is targeted to be presented to two different audiences.

COMPONENT #1 — Thinking Skills

Introduction level
- Define the word "design."

Practice level
- Study elements of design, as shown in art, music, literature, economics, political systems, architecture, etc.

Recommended material:
1. Histories of the Romantic, Victorian or Elizabethan periods

Extension level
- Select a work.
- Analyze how the elements of design are present in the work and contribute to its overall effect.

COMPONENT #2 — Content

Introduction level
- Discuss successful survival strategies.
- Examine the origin of and development of survival strategies.

Recommended material:
1. Newspaper articles

Practice level
- Compare and contrast survival strategies.
- Compare and contrast successful and non-successful strategies.
- Examine stages of development of a literary work.

Recommended material:
1. Anthem, Ayn Rand
2. "Harrison Bergeron," Vonnegut
3. Child Buyer, Hersey
4. I Am The Cheese, Cormier

Extension level

- Present evidence of the various revising stages of an original product.
- Research and analyze why a particular strategy has failed.

COMPONENT #3 Research Skills

Introduction level - Discuss types of non-printed sources.

Recommended material:

1. War Games, movie CBS-Fox
2. Radio, television, guest speakers, interviews

Practice level

- Research findings on body language.
- Select a topic and compare and contrast its treatment from three perspectives.

Recommended material:

1. Etymology of Words-The Play of Words

Extension level

- Select a message to be communicated.
- Present it in a print medium and a non-print medium.
- Design a radio and magazine advertisement for the same product.
- Design a message appropriate for a radio program aimed at a country music audience and an easy listening audience.

COMPONENT #4 Basic Skills

Introduction level

- Study interview techniques.
- Study questionnaire and survey design.
- Study interpretation and data results.

Recommended material:

1. Folklore and Fieldwork
2. Foxfire

Practice level

- Practice interview techniques through role playing.
- Interview a knowledgeable person in a selected field of inquiry.
- Develop a survey questionnaire. Conduct the survey with control groups using two different methods of presentation.

Recommended material:

1. Dynamics of Language, D.C. Heath & Co.

Extension level
- Develop a questionnaire seeking the same information from two widely diverse groups.

COMPONENT #5 Product

Introduction level
- Discuss the selection and limiting of a topic or project.
- Discuss how to structure a presentation.
- Plan a presentation paying specific attention to time, materials, expense and audiences.
- Practice realistic goal setting.

Practice level
- Develop and present the projects to the class.
- Develop an evaluative tool.

Recommended material:

1. Julius Caesar, Shakespeare

Extension level
- Present the project to the actual audiences for which it was designed.
- Evaluate the project with the evaluative tool.

Individual Application Suggestion

1. Talk to counselors, teachers, parents, friends, and other resource people in selecting and planning high school courses.
2. Become active in a group seeking to enact a change in a school or community policy.
3. Bring in articles and volunteer to give a presentation to a group, or share an activity with another class.
4. Design a solution to a school, community or national problem. Share your findings with an appropriate group.

Creative Integration Suggestions

1. Analyze your own learning style and personality. (Dunn & Dunn Learning Styles Inventory)
2. Design a study plan for improving your efforts in a particular course.

3. Examine the similarities and differences in which you explain a personal problem in a written composition for your English class, and in a discussion with your best friend.

ASPERA

LANGUAGE ARTS FOR SECONDARY GIFTED

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APPENDICES

SPERA

RESOURCES FOR INDIVIDUALITY UNIT

Textbooks

Adventures in Reading, Harcourt, Brace, Jovanovich.
Arrangement in Literature, Scott Foresman.
Building English Skills, Orange Level, McDougal, Littell, 1982.
Glencoe English Nine, Glencoe English Series, 1981.
Grammar and Writing Grade Nine, Macmillan Grammar and Writing Series, 1981.
Understanding Literature, Ginn Publishers.
Warriner's Grammar and Composition, Third Course; Harcourt, Brace, Jovanovich, 1982.
Warriner's Grammar Mastery Tests, Third Course; Harcourt, Brace, Jovanovich, 1982.

Workbooks

Vocabulary for the College Bound Student, Harold Levine Amsco School Publications, Inc.
Vocabulary Workshop, Third Course, Harcourt, Brace, Jovanovich.
Vocabulary Workshop F-Grade 11, Revised Edition, Sadlier/Oxford Workshop Series.
Wordpak, Perfection Form Company.

Collateral Reading

Antigone, Sophocles.
Biographies on Homer, Twain, Dickens, de Maupassant, Shakespeare, Jackson, Reagan.
Brave New World, Huxley.
"Charles," Jackson.
Death Be Not Proud, Gunther.
"For John F. Kennedy, His Inauguration," Frost.
"The Gift of the Magi," O'Henry.
Great Expectations, Dickens.
"The Interlopers," Saki.
"The Lady or The Tiger," Stockton.
Lord of The Flies, Golding.
"Luck," Twain.
Megatrends, Naisbett.
Mythology, Hamilton.
"The Necklace," de Maupassant.
Odyssey, Homer.
Oepidus, the King, Sophocles.
Profiles In Courage, Kennedy.
Romeo and Juliet, Shakespeare.
"The Split Cherry Tree," Stewart.
Watership Down, Addams.

Supplemental Resources

The Art of Speaking, Ginn and Company.
Fieldtrips to local archives.
The Fine Art of Debate, Time, 1980.
Folklife and Fieldwork, American Folklife.
"Folklore in the Classroom," Guide for Florida Teachers, 1983.
Kate L. Turabian - A Manual For Writers, University of Chicago Press.
A Manual of Style, 12th edition, University of Chicago, 1969. Myers-Briggs Inventory.
Note Taking, Time Education Program, 1983.
Play Production in the High School, National Textbook Company, 1977.
Press Time, Prentice Hall, 1975.
Resources from local historical societies.
Speech: Exploring Communication, Prentice Hall, 1981.
The Stage and the School, Webster, McGraw-Hill, 1972.
Time Educational Program, Time, 1980.
Writing About People and Yourself, Berbrich.
Writing the Research Paper, Samuels, Amsco Publications.
You and Aunt Arie, unknown.

RESOURCES FOR THE SURVIVAL UNIT

Textbooks

Adventures in Appreciation, Harcourt, Brace, Jovanovich.
Building English Skills, Blue Level, McDougal, Littell, 1981-82.
Dynamics of Language, Three, D.C. Heath.
Elements of Style, E.B. White.
Exploring Life Through Literature, Scott Foresman, 1978.
Glencoe English Ten, Glencoe English Series.
Grammar and Writing Grade Ten, MacMillan Grammar and Writing Series, 1981.
Language, Structure and Use, Grade Nine, Scott Foresman, 1981.
Types of Literature, Ginn and Company.
Question and Form in Literature, Scott Foresman.
Warriner's Grammar and Composition, Fourth Course, Harcourt, Brace, Jovanovich, 1982.

Workbooks

Vocabulary Workshop, Fourth Course; Harcourt, Brace, Jovanich, 1982.
Vocabulary Workshop G - Grade 12, Revised Edition, Sadler/Oxford.

Collateral Readings

"All Summer in a Day," Bradbury.
Alas, Babylon, Frank.
Animal Farm, Orwell.
Anthem, Rand.
Biographies on George W. Carver, Thomas A, Edison, Albert Einstein, Helen Keller, and Bertrand Russell.
Black Like Me, Griffin.
"The Blood of the Martyrs," Benet.
Brave New World, Huxley.
Bury My Heart at Wounded Knee, Brown.
"By the Waters of Babylon," Benet.
The Child Buyer, Hersey.
Cry The Beloved Country, Paton.
The Day After, Hume.
The Fate of the Earth, Schnell.
"Harrison Bergeron," Vonnegut.
I Am The Cheese, Cormier, Dell, 1983.
I Know Why the Caged Bird Sings, Angelou.
Juluis Caesar, Shakespeare.
The Lemming Condition, Arkin, Harper and Row, 1976.
"Life for Me Ain't Been No Crystal Stairway," Hughes.
Lord of the Flies, Golding.
"The Lottery," Jackson.
Macbeth, Shakespeare.

Martian Chronicles, Bradbury.
Megatrends, Naisbitt.
The Most Dangerous Game, Connell.
The Natural, Malamud.
The Night, O'Brien, Irish Book Company, 1974.
1984, Orwell.
Old Man and The Sea, Hemingway.
"Ozymandius," Shelley.
"Persuasion," unknown.
Politics and the English Language, Orwell.
"Four Preludes to Playthings on the Wind," Sandburg.
Profiles in Courage, Kennedy.
Reflections on a Gift of Watermelon Pickle, ed. Dunning.
Rhinocerous, Ionesco.
The Quiet Man, Walsh.
"The Sea Devil," Gordon.
A Separate Peace, Knowles.
Silent Spring, Carson.
The Story of My Life, Keller.
To Build a Fire, London.
To Kill a Mockingbird, Lee.
War of the Worlds, Wells.
The Wall, Hersey.

Supplemental Resources

Brochures from current causes.
Critical Thinking - Questioning: A Path to Critical Thinking, NCTE, 1983.
"Do Creative Problem Solving," Gifted, Creative, and Talented Journal.
Foxfire, Foxfire Fund, Inc. 1967.
Histories of Romantic, Victorian and Elizabethan ages.
"Lessons in Critical Thinking, Advertising, and Propaganda Techniques," Critical Thinking, Midwest Publications, Inc.
The Lively Art of Writing, Payne, Follett Publishing Co., 1975.
Magazines, newspaper articles.
Modern Rhetoric, Brooks and Warren, Harcourt and Brace, 1979.
NASA Survival Guide, J.F. Kennedy Space Center, Florida.
Newspapers.
Radio interviews.
"Shaw's 'Caesar' vs. Shakespeare 'Caesar'," Encyclopedia Britannica film, 1970.
Ten Top Stories, Sohn and David, Bantam Books.
12,000 Students and Their English Teachers, College Entrance Examination Board, 1968.
War Games, Goldberg Productions, CBS-FOX, 1984.
Writing the Research Paper, Samuels, Amsco Publications.

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer/affirmative action employer